

**SUBJECT:** Review of Military Education and Training Curriculum

**REFERENCE:** (a) CJCS Memorandum dtd 24 April 2012  
(b) USNAINST 5721.2A (Policy Concerning Visiting Speakers)  
(c) ACDEANINST 1531.22 (Content Issues in Teaching)  
(d) Faculty Handbook, United States Naval Academy  
(e) COMDTMIDNINST 5721.1C (Visiting Speaker Event Scheduling Protocol)

**ENCLOSURE:** (1) USNAINST 5721.2A (Policy Concerning Visiting Speakers)  
(2) ACDEANINST 1531.22 (Content Issues in Teaching)  
(3) Faculty Handbook, United States Naval Academy  
(4) COMDTMIDNINST 5721.1C (Visiting Speaker Event Scheduling Protocol)

**EXECUTIVE SUMMARY:** In response to ref (a), the U.S. Naval Academy conducted a broad-based review of all academic divisions and departments to ensure that policies, vetting procedures, and feedback mechanisms are in place to prevent course offerings and/or guest speakers who present views that run contrary to our national policy, are inconsistent with the values of our profession, or are disrespectful of the Islamic religion. The U.S. Naval Academy is an accredited four-year college that values academic freedoms but is mindful of its special status as a federal institution. USNA instructions and policies provide an effective means to ensure the academic program complies with ref (a) (see encl (1), (2), and (3)). These policies are implemented as follows:

**DISCUSSION:**

1. Divisional Course Offerings.

- a. Of the five divisions that are responsible for academic instruction, only two offer courses that fall under the scrutiny of this review: the Division of Humanities and Social Sciences, and the Division of Leadership Education and Development. Naval Academy faculty within these divisions – and across the command more generally – are governed by refs (b), (c), and (d) when developing curricula, determining course content, and arranging presentations by guest speakers. Course offerings, course materials (syllabi), and classroom techniques (through visits) are regularly reviewed by department committees and chairs. New and experimental course proposals are reviewed by department curriculum committee(s) and by the respective department chair. At the conclusion of each semester that the course is taught in an experimental/occasional offering status, the course's student evaluations are reviewed by departmental committee and a recommendation is made to the chair either to continue or discontinue the course. In nearly every case, a Ph.D. is required for teaching upper-level elective courses.

2. Classroom Content.

- a. Actual in-class discussions are further monitored for compliance with ref (a) by our highly trained, professional faculty, periodic peer review, and a system of student feedback. Ref (c) provides methods by which classroom material is reviewed. If a midshipman feels that an instructor's treatment of a subject or use of materials is offensive or has created an environment that is hostile, the midshipman may seek redress by making use of the chain of command. Additionally, the Department Chair,

Division Director, or Academic Dean may form an ad hoc committee to assess the course material and presentation.

- b. In addition to the standard methods of resolution, midshipmen are required by Academic Dean directive to complete end-of-semester course critiques which are regularly reviewed by department chairs as well as various faculty committees. Pedagogical methods, course topics, and classroom environment are all discussed in annual faculty performance reviews.

### 3. Guest Speaker Policy

- a. USNA's policy regarding guest speakers is clearly stated in the Faculty Handbook and in command directives. Invitations to presenters are informed by a review of the guest's previously expressed positions, a review that considers the potential guest's entire career. The Academy further reserves the prerogative to cancel speaker presentations.
- b. Additional training beyond the academic sphere, to include lectures by guest speakers, is conducted on a regular basis. Topics and presentations are monitored per reference (e) by the Commandant of Midshipmen staff as well as the midshipman chain of command.

### 4. Special Academic Entities

- a. In furtherance of the DoD's Language, Regional Expertise, and Cultural awareness (LREC) Initiative, USNA has established some unique academic entities that fall outside the main structure of the academic divisions. The most prominent, the Center for Middle East and Islamic Studies (CMEIS), does not conduct independent classes, but does sponsor a robust speaker series. As part of the scheduling process, CMEIS requires proposed speakers to be vetted one year in advance of the scheduled engagement. The director of CMEIS prioritizes a list of speakers, routes it through a steering committee which then forwards the list to the Academic Dean and Superintendent for final approval.
- b. In addition to CMEIS, various academic departments sponsor informal fora, such as the Asia Studies Forum, the Africa Forum, and the Forum on Emerging and Irregular Warfare Studies (FEIWS). Each forum is comprised of a small number of senior professors and peer-recognized subject matter experts under the guidance of the Director of the Division of Humanities and Social Sciences.

**CONCLUSION:** Based on the review conducted, USNA is in compliance with the requirements of policies enumerated in ref (a).

UNCLASSIFIED

11 May 2012

(b) (6)

Naval Postgraduate School

(b) (6)

**Subject: Review of Military Education and Training Curriculum**

**Issue:**

- Chairman, Joint Chief of Staff wants to ensure Professional Military Education (PME) programs exhibit the cultural sensitivity, respect for religion, and intellectual balance (Tasker DCN 2012UGENERAL-007521c).

**Discussion:**

- In addition to complying with expected ethical standards of all faculty in academia, NPS faculty members, as government employees, are held to high federal standards of ethics and conduct.
- The graduate-level faculty members are guided by the deep conviction of worth and dignity of the advancement of knowledge, and have responsibilities to encourage free pursuit of learning.
- Students have a chain of command regarding instructor-student relations to deal with concerns or issues. The Professional Practices Committee is available to ameliorate disputes between and among individual faculty or groups of faculty.
- Department Chairs routinely evaluate instruction of the faculty in their department with oversight from the school Dean and Provost.
- NPS's Academic Council approves courses with a review of general content and syllabi are provided for all courses to insure integrity of content.
- Curriculum reviews are conducted by curriculum sponsors (external to NPS) every two years.
- PME courses at the Naval Postgraduate School are conducted by the Naval War College (NWC) branch, College of Distance Education.
- While geographically co-located, and providing courses at NPS, NWC faculty and staff solely manage the PME curriculum, faculty, and guest lecturers that tasker addresses.
- NWC Monterey is coordinating their response with NWC in Newport.

**Recommendation:**

- None. No further action required on the part of NPS.

UNCLASSIFIED

**Subject: COUNTERING VIOLENT EXTREMISM (CVE) TRAINING AND EDUCATION**Executive Issues:

- The Chairman of the Joint Chiefs of Staff tasked the military services in a 24 April 2012 memorandum "to confirm that all parties have adequate procedures in place to screen course content and curricula, including presentations by speakers from organizations outside the Department. ...Reviews should be a holistic examination of your education and training efforts that may address this topic, not just courses focused primarily on the topics of Islamic Radicalism or Countering Violent Extremism."

Background:

- In December 2011, the Joint Staff submitted a consolidated response to Office of Secretary of Defense regarding the processes used to vet CVE training and education; however, recent information has surfaced questioning whether all parties understood the spirit and intent of the original request. Therefore, another senior-level review was requested.

Discussion:

- NETC's Center for Language, Regional Expertise, and Culture (CLREC) prepares and presents training on foreign cultures (i.e., values, beliefs, behaviors, and norms of the majority within a given society). However, CLREC neither develops nor distributes training materials addressing topics of Islamic radicalism, CVE, or any directly related subject matter and neither sponsors nor contracts instructors to present such topics to Navy personnel.
  - CLREC training presents information of a factual nature (e.g. Who, Where, When, What, and How)
  - Conclusions, which may be of a controversial or speculative nature, are rarely drawn, and when they are, conform to consensus opinion of recognized experts from the culture in question and/or of those specializing in the fields of cultural anthropology or social psychology.
  - In selecting and developing instructional materials on foreign cultures' values, beliefs, behaviors, and norms, CLREC performs foundational research from reliable, trusted sources (e.g., academic texts, papers, and reports, Department of State, and trusted DoD sources such as Human Terrain System, After Action and Lessons Learned reports).
  - CLREC cultural training instructors, whether contractor or U.S. Government, are carefully screened and chosen with course material normally presented to the instructor/presenter by CLREC. Supplemental materials used by an instructor/presenter are reviewed by CLREC Subject Matter Experts prior to use.
- Command Leadership School does not conduct training on CVE or related topics.
- Naval Education and Training (NETC) has adequate controls in place to ensure content sources, information, and classifications are reviewed in accordance with NETC Manuals (NAVEDTRA 134 and 135). All presentations by guest speakers are also reviewed by the hosting chain of command for accuracy, classification, and content prior to delivery.

Recommendation: None. For information only.

COORDINATION: Attached.

ATTACHMENTS: None.



DEPARTMENT OF THE NAVY  
UNITED STATES NAVAL ACADEMY  
ANNAPOLIS, MARYLAND 21402

USNAINST 5721.2A  
4/Exec Asst  
17 FEB 1987

USNA INSTRUCTION 5721.2A

From: Superintendent

Subj: POLICY CONCERNING VISITING SPEAKERS

Ref: (a) USNAINST 5721.2A  
(b) USNAINST 5910.2E.

1. Purpose. To publish the Superintendent's policy on visiting speakers (except Forrestal lecturers). Procedures for administration of the Forrestal Lecture Series are contained in reference (a). Reference (b) contains guidelines for the annual planning and scheduling of all major events held at the Naval Academy, and issues procedures for the request and use of facilities normally reserved for lectures, presentations, meetings, social events and visiting activities or agencies. (R)
2. Cancellation. USNAINST 5721.2 (R)
3. Background. The appearance of guest speakers at the Naval Academy is important to the command in the performance of its mission to educate midshipmen. The identification of speakers who can make the greatest contribution to the educational process is the responsibility of individual members of the faculty and staff within their respective areas of expertise. Because of the various competing demands upon the time and attention of the midshipmen, the selection of speakers invited to appear at the Naval Academy requires coordination. (R)
4. Policy. The prerogative of inviting guest speakers to appear at the Naval Academy rests with the Superintendent. This prerogative will normally be exercised through the Commandant of Midshipmen and the Academic Dean acting within their respective areas of cognizance. (R)
5. Action (R)
  - a. For invitations to Flag Officers, equivalent civilian officials, and other speakers (including distinguished members of the private sector) whose appearance could be expected to generate media attention, the following procedures will apply:
    - (1) The Superintendent will issue such invitations.
    - (2) The Superintendent's permission to invite a guest speaker should be obtained for the proposed event before the submission of a tentative invitation or commitment to the speaker.
    - (3) Submit the visit request to the Superintendent via the Commandant of Midshipmen or the Academic Dean, as appropriate.
    - (4) Include an appropriate letter of invitation for the Superintendent's signature with the visit request.
    - (5) The text of this letter should reflect, through prior liaison with the Flag Lieutenant, whether or not the Superintendent will be able to attend the function in question. If the Superintendent's schedule prevents attendance, add a statement similar to the following:  
"I regret I am unable to join you due to a previous commitment, but I can assure you that you (and your party) will find the evening most enjoyable."
  - b. For the Naval Academy Chapel and other religious oriented meetings:
    - (1) Speakers at the Chapel will be invited with the approval of the Superintendent. Procedures of paragraph 6.a. apply.
    - (2) Speakers at other religious oriented meetings or events will be invited with the approval of the Command Chaplain.
  - c. When invited by a member of the faculty:
    - (1) Speakers who will appear only in class will be invited with approval of the Department Chairperson.

ENCLOSURE (1)

USNAINST 5721.2A  
1 FEB 1987

- (2) Speakers who will address whole courses or multiple sections will be invited with approval of the Division Director.
- (3) Speakers who will present a topic of interest to the entire Brigade on a voluntary basis and/or whose appearance is announced in Academy-wide media will be invited with the approval of the Academic Dean.
- (4) Speakers invited to address organized groups, such as the Marine Technology Society or Sigma Pi Sigma, where voluntary attendance of any member of the Brigade may be anticipated, will be invited with the approval of the Academic Dean or the Commandant of Midshipmen, as appropriate. Where participation is expected to be limited to members of the group itself, the Division Director may approve the speaker.
- A) (5) Invitations to lecture at events that will require special exceptions for academic or Brigade routing should be forwarded for approval to the appropriate authority via the Academic Dean when the academic routing may be affected or the Commandant of Midshipmen when the Brigade may be affected. Lectures should be scheduled to minimize conflicts of this type whenever possible.
6. When invited by a member of the Commandant's staff, by a midshipman organization, or by an individual midshipman:
- (1) Approval will be requested from the Commandant of Midshipmen via the appropriate chain of command.
- (2) Detailed procedures for such approval will be published by Commandant of Midshipmen Instruction.
- B) 7. The Superintendent will be informed of all invitations made by individuals with delegated authority. Such information can be provided on a situational basis using a copy of the applicable correspondence, or by submission of a composite memorandum or schedule/calendar of events. Notification is required 30 days before an event to ensure no inadvertent schedule conflicts or deviations from prescribed procedures have occurred.
- R) 8. The foregoing delegations of approval authority notwithstanding, the Superintendent has the ultimate right of approval over the visit of persons to the Naval Academy who will address midshipmen.

(b) (6)

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ACDEANINST 1531.22  
2/ADAA  
16 September 2004

ACADEMIC DEAN AND PROVOST INSTRUCTION 1531.22

From: Academic Dean and Provost

Subj: CONTENT ISSUES IN TEACHING

Ref: (a) American Association of University Professors, Policy Documents and Reports,  
Ninth Edition  
(b) Faculty Handbook, United States Naval Academy  
(c) Department of Defense Directive 1350.2  
(d) OpNav Instruction 5354.1E

1. Purpose. Faculty members have considerable latitude in how they teach and in the materials they choose to present their subjects. On occasion, instruction or instructional materials may be regarded as offensive by some midshipmen, or faculty members themselves may object to certain topics or materials. This instruction is intended to provide guidance about matters of propriety in teaching and teaching materials and concerning the resolution of conflicts that may arise when a student finds particular course content fundamentally offensive.

2. Background

a. Circumstances that involve questions about the appropriateness of teaching or the use of teaching materials most often arise when the instruction or the materials used in a course challenge or conflict with an individual's view of the world. Conflicts between an individual's personal outlook and concerns and principles of academic freedom are more likely to arise when dealing with subjects that treat matters of religion, race, ethnicity, gender, or sexuality – all areas in which the Department of Defense and the Department of the Navy have specific policies that are germane. In the humanities, issues of propriety may occur in class discussion or in a poem, a novel, a play, a work of art, or a film. In science, in engineering, or in the social sciences, the issues of propriety might include political, economic, or scientific ideas or theories that are at variance with an individual's upbringing or values. (R 09/22/04)

b. Academic Freedom. Academic freedom is a hallmark of an academic institution that values excellence in scholarship, free inquiry, and open discourse. Reference (a) provides a definition of academic freedom and a discussion of responsibilities attendant upon its exercise.

A broad and well-rounded educational program such as the one that the Naval Academy seeks to provide its midshipmen will expose students, at times, to controversial ideas and images, challenge strongly held beliefs or value systems, or touch on sensitive areas. Indeed, it is not an uncommon pedagogical practice for an instructor to adopt an alternative, unusual, or unpopular stance to provoke discussion or to encourage students to analyze their own views or to assess the basis of their values.

The Naval Academy has never imposed any test of propriety, ideology, or religion on its faculty or the academic program it offers. To do so would deny its faculty and its students the appropriate academic freedom necessary to explore, to teach, and to learn. Instead, the Naval Academy has relied upon the good judgment and awareness of its faculty to be reasonable and to appreciate and respect the sensibilities of its midshipmen. See reference (b) in this connection.

ENCLOSURE (2)

18 September 2004

Academic freedom is not a faculty member's license to say or do anything without restriction. Faculty members may be provocative. They are entitled to express their opinions and offer their scholarly views on the subject matter they teach, but they are also expected to treat their students with dignity and respect; especially in their interactions with students, faculty members are expected to show respect for the opinions of others, and to comport themselves appropriately as members of a learned profession and as officers of an educational institution. With but rare exceptions, this has been the norm at the Naval Academy. See reference (b) in this connection.

c. Individual Rights. The rights of individuals who work for the Department of Defense and the Department of the Navy are safeguarded by regulations such as are found in references (c) and (d). In particular, reference (d), which derives from reference (c), proscribes hostile work environments, defining the term as follows:

An environment which prevents members from functioning to their full capacity [and working] free of unlawful discrimination and SH [Sexual Harassment]. A hostile work environment unreasonably interferes with an individual's work performance. It need not result in concrete psychological harm to the victim but need only be perceived by a reasonable person, and is perceived by the victim, as hostile or offensive.

(R 09/22/04

This definition involves the perception of the individual as well as another party, the reasonable person. The reasonable person standard is defined in the same reference:

An objective test used to determine if behavior meets the legal test for unlawful discrimination and SH. The test requires a hypothetical exposure of a reasonable person (third party) to the same set of facts and circumstances[;] if the behavior is offensive, then the test is met. The reasonable person standard considers the complainant's perspective and does not rely upon stereotyped notions of acceptable behavior within that particular work environment.

Reference (c), which is binding for all Department of Defense agencies including the United States Naval Academy, was created with an explicit awareness of the needs of an academic institution to preserve the principles of academic freedom.

### 3. Action

#### a. Faculty members.

(1) Instructors should be knowledgeable about the teaching materials in their courses. They should have a thorough knowledge of the readings, films, or other items used in their courses before choosing or using such materials.

(2) Instructors teaching in multi-instructor courses are free to use alternate materials if they are personally offended by materials selected by others, such as course coordinators. Naturally, the alternate materials chosen should meet the course objectives as determined by the department offering the course.

(3) Instructors should anticipate that certain topics or materials may be personally troublesome for some students, and they should prepare their students in advance. Instructors treating topics or using materials that they suspect might be personally troublesome for students should be sure to set the context beforehand and encourage students to come to them if they are made uncomfortable or offended by the prospect. If it is reasonable to do so, instructors should make their students aware of their use of sensitive material at the start of the course so that, if justified and possible, midshipmen may change their registration accordingly.

(4) Instructors should take special care when there is a single student in a section who is the sole representative of a larger social group being depicted or discussed.



(5) Instructors whose students indicate that they may or do find a particular item difficult to deal with should treat these students with respect, recognizing that it takes courage to bring such discomfort to the attention of their teacher. Working together, instructors and students should be able to come up with a mutually acceptable solution without sacrificing the principles of academic freedom or the educational goals the instructors have set.

(6) Instructors should exercise prudence when broadcasting materials over NADN that they have reason to believe may be offensive to some students.

b. Midshipmen. It is the purpose of an education to expand one's knowledge and to explore ideas that may be foreign or unusual. Learning is not always comfortable. In the course of their time at the Naval Academy, midshipmen are likely to encounter ideas or images or behaviors they do not like or approve of or with which they disagree. Midshipmen are expected to approach their education with an open mind.

This regulation is not intended to afford midshipmen the option of choosing not to confront the undesirable, the unpleasant, or the unfamiliar. Rather, its focus is on the relatively rare occasions when a midshipman is faced with material that is fundamentally offensive and creates for this midshipman an environment that seriously stifles learning.

c. Resolution. If a midshipman feels that an instructor's treatment of a subject or use of materials is highly offensive and has created an environment that is hostile, the midshipman should first consider discussing the matter with the instructor. If a faculty member teaching a course feels that certain content or materials used in the course are inappropriate, the faculty member should seek accommodation with colleagues teaching the course. If the midshipman or faculty member feels that this cannot be done or, having done so, no satisfactory resolution has been found, the midshipman or faculty member should seek redress by making use of the following chain: Department Chair, Division Director, Faculty Senate, Academic Dean and Provost, and Superintendent. In seeking a resolution, the Department Chair may form an ad hoc committee of faculty that may choose to solicit midshipman opinion to assess the reasonableness of the requirement or to seek an accommodation. Every effort should be made to seek resolution at the lowest level possible.

W. C. MILLER

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As a dynamic institution of higher education, and as the nation's foremost source of Naval Officers, the Naval Academy will from time to time host guest speakers or performers to explore significant issues of the moment as well as questions of enduring concern. As voices from outside the Academy, these guests can serve to stimulate, sharpen and inform the thinking of Midshipmen, and the Academy should continue to select those guests with its accustomed responsibility and sensitivity.

The U. S. Naval Academy belongs to the people of the United States. The Academy's rich history and traditions have been purchased by the sacrifices of its graduates for more than 160 years. Those of us who serve at the Academy are the stewards of that history and tradition, and it is our duty to preserve the spirit of dignity and inquiry embodied in that heritage.

Two documents provide guidance on inviting guest presenters to the Academy:

The first of these is the Academy's mission statement, particularly those portions charging us to develop midshipmen morally and imploring us to nurture their potential for future development in mind and character. In accomplishing this, guest presenters would ideally challenge midshipmen's preconceptions and provide them with fresh perspectives.

The second document is the American Association of University Professors' "Statement of Principles on Academic Freedom and Tenure." As this statement indicates, academic inquiry and innovation are virtues, and it is unwise to shun topics or individuals that might be controversial. At the same time, though, there are important responsibilities that accompany this ready exchange of ideas. Presentations should relate to topics and issues relevant to Academy classes or forums; they should not be bizarre or irrelevant. Presentations should be accurate, and exercise appropriate restraint while evincing respect for the opinions of others. Guests will of course be representing themselves as individuals – not as representatives of the Naval Academy – but we should remember that the public may judge the Academy in light of a guest's utterances. It is our responsibility to avoid those speakers who would exploit the Academy's stature and prestige to advance their own political agendas.

In this manner, the Naval Academy is a venue in which the freedom of expression and exchange are leavened with significant obligations. The Naval Academy holds itself to the highest standards, and the benefits of hosting any guest are to be weighted against the institution's values and character, as well as the potential for midshipmen's intellectual growth.

Consequently, invitations to presenters should be informed by a review of the guest's previously expressed positions, a review that considers the potential guest's early, and most recent career. When appropriate, Academy faculty and staff can provide midshipmen with interpretive contexts to aid them in understanding and analyzing presentations. Finally, the Academy may occasionally exercise its prerogative to exclude the general public from some presentations intended only for the midshipmen, faculty and staff.



DEPARTMENT OF THE NAVY

COMMANDANT OF MIDSHIPMEN  
U.S. NAVAL ACADEMY  
101 BUCHANAN ROAD  
ANNAPOLIS, MARYLAND 21402-5100

COMDTMIDNINST 5721.1C

OPS

17 Aug 10

COMMANDANT OF MIDSHIPMEN INSTRUCTION 5721.1C

Subj: VISITING SPEAKER EVENT SCHEDULING PROTOCOL

Ref: (a) USNAINST 5910.2F  
(b) COMDTMIDNINST 5400.6M

1. Purpose. To promulgate the Commandant of Midshipmen's policy regarding visiting speakers to the Brigade of Midshipmen. Reference (a) contains procedures for the request and use of facilities normally reserved for lectures, presentations, meetings, social events and visiting activities or agencies, as well as guidelines for the scheduling of all major events held at the Naval Academy.

2. Cancellation. COMDTMIDNINST 5721.1B.

3. Discussion. Visiting speakers appearing in connection with Midshipmen organizations or Bancroft Hall activities provide outstanding opportunities for Midshipmen and generate interest throughout the Brigade. Organizations will identify speakers who can best contribute to the professional development of Midshipmen.

4. Procedures. To invite guest speakers, the following procedures will apply:

a. Commandant's Staff:

(1) Request approval via the staff member's Department Head/Battalion Officer, Operations Officer, Deputy Commandant, and Commandant.

(2) Request approval for speakers who will address only one company on professional topics via that company's Battalion Officer.

Enclosure (4)

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(3) Contact the Scheduling Officer to ensure there is no conflict prior to submitting the request via the chain of command.

b. Midshipmen Organizations (BSA, ECA, Club, etc.):

(a) Request approval of the specific organization's Officer Representative, Midshipman Activities Officer, Operations Officer, Deputy Commandant and Commandant for speakers invited to address organized groups.

(b) Contact the Scheduling Officer to ensure there is no conflict prior to submitting the request via the chain of command.

c. Requests which require the Commandant's approval should be submitted so as to ensure that they are received by the Commandant at least 30 days in advance of the scheduled event.

d. High Visibility Events, Events Including VIPs, or Important Outside Organizations. Special permission is required for these events. Contact the Operations Officer to determine the correct level of approval. In general, the Superintendent's Special Events staff is responsible for all events involving VIPs or outside organizations. VIPs include O-6 and above officers, government officials, and other public figures (see reference (a) for more details). Outside organizations include DOD, DON, Congressional delegations, foreign delegations, and other organizations whose visit to the Naval Academy is newsworthy.

e. Do not advertise or formally invite potential speakers until the event has been approved. It is appropriate to coordinate with speakers to ensure they are available on the requested event date or to select a date based on their availability. Upon obtaining approval, the visiting speaker's host will deliver a formal invitation to the guest speaker.

5. Proposed Location. If a room or space is required, check availability online via Web Events. For directions, refer to: <http://intranet.usna.edu/Schedules/>

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6. Setup. If setup is required, contact the appropriate building First Lieutenant or the Public Works Department. Set-up requirements must be submitted at least four weeks in advance.

7. Food/Drink. Per reference (b), Midshipmen Food Service Division (MFSD) does not support "catered" events. MFSD is limited to mission essential events and requires that all events fall within strict guidelines from the Commandant of Midshipmen. Any events that are beyond King Hall, the Chesapeake Room or Severn Room or require support outside what is already being supported for the Brigade, will be directed to Naval Academy Catering.

a. All events for non-Midshipmen groups must be approved by the Superintendent's Special Events office.

b. All events for Midshipmen must be approved by Commandant Operations.

8. Alcohol. Requests to consume alcohol at a function must be submitted to the Alcohol and Drug Education Officer (ADEO). The request form can be found online at: <http://intranet.usna.edu/ADEO/>

9. Letterhead. Only the Superintendent and the Commandant are authorized to use official USNA/Commandant of Midshipmen letterhead. Official letterhead is not to be used for invitations unless specifically authorized by the Superintendent or Commandant.

10. Overnight Accommodations. Other Service Academy cadets are the only visitors which may be authorized to stay in Bancroft Hall. All other guests must make separate arrangements. If your event will require an overnight stay in Bancroft Hall, approval must come from the Commandant via the Operations Officer. Requests must be made at least four weeks in advance.

11. Preparation for Guest Speakers and Lectures. The cognizant sponsor or Officer Representative will check the availability of the required building online via Web Events and then coordinate reserving the building with the Commandant's Scheduling Officer. The sponsor or Officer

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Representative must personally ensure that the proper personnel are scheduled and present to control any audio/visual requirements.

12. Costs. Any costs incurred for the preparation, set-up, execution or compensation of any guest speaker or lecturers will be borne exclusively by the sponsoring cost center or activity.

13. Review Responsibility. The Operations Officer is responsible for the annual review of this instruction.

(b) (6)



Distribution:  
Non-Mids (Electronically)

## INFORMATION PAPER

Subj: REVIEW OF MILITARY EDUCATION AND TRAINING CURRICULUM

References: CJCS Memorandum dated 24 April 2012 Review of Military Education and Training Curriculum

1. **Purpose.** To provide the US Naval War College response concerning senior-leader review of the curricula directed by CJCS.

### 2. Discussion

- a. The College faculty and leadership conducted a holistic review of our twenty academic programs including the resident and non-resident curricula.
  - o Students in the eleven intermediate-level and senior-level professional military education programs study war and its prevention and the statesmanship involved with each.
    - All of these courses use numerous historic and contemporary case studies that force students to grapple with the causes, conduct, and consequences of war.
    - Students read both primary and secondary sources in these studies examining a wide range of human foibles, such as religious intolerance, racial and ethnic intolerance, racial supremacy and slavery, Social Darwinism, and political beliefs or ideologies taken to the extreme as Nazism, terrorism, and genocide.
    - Students are deliberately exposed to the primary source writings of the extremists often at the root of this turmoil especially in the contemporary setting. Exposing students to these unfiltered expressions stimulates a reasoned discussion of our opponents' strategies, operations and organizations.
    - These studies emphasize an understanding of the cultural and social dimensions of human behavior including ethnic, racial and religious passions in the context of competition, rivalry and war.
    - These readings represent the necessary raw material for the thorough analysis of foreign cultures and political organizations. This close, critical analysis constitutes a central pillar in any rigorous national security education.
    - While students are exposed to readings and opinions that are contrary to our national policy or inconsistent with the values of our military profession, the curricula do not advocate such ideas, beliefs, or actions.
  - o Students in the other nine professional military education programs vary in grade from flag officers to junior enlisted. For the officers, these courses focus on

- maritime and joint warfighting at the operational level of war. The enlisted PME courses primarily focus on professionalism and maritime military studies.
- The curricula for all twenty academic programs are carefully selected by an accomplished faculty of civilian and military educators intent on improving the students' critical thinking and broadening their perspectives.
  - NWC leadership has determined that all of the twenty academic programs exhibit the cultural sensitivity, respect for religion, and intellectual balance expected of academic institutions.
- 
- b. The College leadership also reviewed our curriculum review process and procedures to ensure that adequate procedures are in place to screen course content and curricula, including presentation by speakers from organizations outside the Department of Defense.
- For the core academic courses in all of the academic programs, the structure of the multi-step evaluation process is such that no one individual can introduce or remove course material without layered individual and collective review by qualified peers and administrators.
  - For the elective courses, procedures are in-place to ensure curricula content is reviewed at a minimum of two levels once courses are formally approved. For initial approval of course materials, there is a more involved vetting and review process.
  - The external speaker program at USNWC is conducted at several levels. In every case for the resident student academic programs, the Dean of Academic Affairs and the office of the Provost are involved as well as the Departmental Chairs or the Associate Dean of Academic Affairs for Electives and Directed Research. For external speakers addressing faculty or research groups, the appropriate Dean will also review purpose for the speaker and ensure bona fide credentials and expertise.
- c. During the conduct of this review, the College reexamined three years of end-of-year surveys from the graduating students and focus groups interviews as well as three years of alumni survey responses. That review revealed no evidence or concern by the respondents that the curricula advocated ideas, beliefs, or actions that are contrary to national policy, or inconsistent with the values of our military profession.

3. **Recommendation.** None.

Prepared by: (b) (6) Associate Provost, and (b) (6)  
Associate Professor, NWC. (b) (6)



## Coordination Page

<u>Office/Dept</u>	<u>Point of Contact/Title</u>	<u>Phone</u>	<u>Date</u>
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## Department of the Navy



DEPARTMENT OF THE NAVY  
OFFICE OF THE CHIEF OF NAVAL OPERATIONS  
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N1  
NPM 679-11  
17 Nov 11

MEMORANDUM FOR DIRECTOR, STRATEGIC PLANS AND POLICY DIRECTORATE,  
(J-5), JOINT STAFF

Subj: NAVY PLANNER'S MEMO ON SCREENING PROCESS FOR COUNTERING  
VIOLENT EXTREMISM (CVE) TRAINERS AND SPEAKERS (SJS 11-  
04328)

Encl: (1) Screening Process for CVE Trainers and Speakers  
(2) NCIS Input

1. Navy Staff completed review of subject task and provides the requested information in enclosure (1) and (2).
2. Navy POC for this matter and Flag Level review provided by Mr. Lee Johnson, N13F, (703) 695-3055.

\\SIGNED\\  
T. L. PECK  
Captain, U.S. Navy  
Special Assistant to the CNO  
for JCS Matters

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**SUBJ: Screening Process for Countering Violent Extremism (CVE) Trainers and Speakers  
(JSAP Tasker 11-04328)**

**Purpose:** Provide Navy's Flag Officer / SES approved input to the subject tasker.

**Issue:** In response to recent negative media attention on the FBI's CVE training and DoD lectures, the NSS (via OSD tasking) has requested DoD provide the screening process for CVE trainers, speakers, and curriculum development.

**Discussion:** Culture training, that could include specific training of Countering Violent Extremism, is provided at the following:

- U. S. Naval Academy (USNA): Does not contract for trainers or speakers for CVE specifically as it does not conduct specialized CVE training or education. The faculty at the Naval Academy is certified through academic reviews, and guest lecturers are screened appropriately to ensure they have appropriate academic credentials and meet the required academic standards. USNA is not involved in Fleet pre-deployment or readiness training.
- Naval War College (NWC): Does not contract for trainers or speakers for CVE. However its curriculum does provide training similar to CVE through its Center for Irregular Warfare and Armed Groups and other classes, such as counter-insurgency (COIN) provided to students. The War College faculty is certified through academic reviews, and guest lecturers are screened to ensure they have appropriate academic credentials and meet the required academic standards. NWC is not involved in Fleet pre-deployment or readiness training.
- Naval Post-Graduate School (NPS): Provides regional and culture awareness training to the Fleet through Navy's Regional Security Education Program (RSEP), which uses tenured or tenured track faculty from NPS and other DoD institutions of higher learning and / or professional organizations. Faculty used on RSEP missions are vetted during their hiring and tenure process; all are recognized in their professional fields. In addition to the hiring process, the professors' publications are subject to peer review. Periodically, the RSEP program will contract faculty from other civilian institutions of higher education, and from think tanks around the country. In all cases, the faculty are tenured or tenure track by the institutions from which they come, and their qualifications are vetted through NPS' Director of Programs to ensure quality. RSEP team leaders also receive feedback on faculty from Fleet customers so that they can be evaluated for continued participation in the program.
- Navy Center for Language, Regional Expertise, and Culture (CLREC): While not an academic institution, CLREC is Navy's primary source for regional expertise and culture training to its General Purpose Forces. Its material for distribution either is contracted through, or submitted for review by, higher level academic institutions, such as colleges or universities. CLREC has made a particular effort to ensure the material it provides to Sailor and the Fleet is accurate, yet appropriately respectful of the cultures being addressed.

**Approved by:** (b) (6) [REDACTED] DISL / SES, N13F, (b) (6) [REDACTED]

### Naval Criminal Investigative Service (NCIS) Input

The NCIS Training Academy uses the ADDIE (Analyze Design Develop Implement Evaluate) model to design and develop any new training. As part of this process, the NCIS Training Academy uses a Curriculum Development Conference (CDC) which consists of input from subject matter experts from headquarters directorates, field offices, and the Training Academy. The results of the CDC are goals that the proposed training should meet, to include key skills or learning points, typically in the form of a Terminal Performance Objective (TPO) and Enabling Performance Objective (EPO). Currently, NCIS offers four advanced training programs that have some overlap with the topic of Countering Violent Extremism (CVE). One block of instruction is associated with pre-deployment high risk training for personnel deploying to Iraq and Afghanistan and is instructed by a NCIS staff psychologist with a background in Arab studies and cultural awareness; the remaining three programs are taught by a contractor.

The CDC outline of what the training should achieve was provided to the contractor who developed the actual training course around and in response to the goals that NCIS has identified. Contractors are selected based on their experience in the given field, as well as past performance with NCIS training programs. Instructor bios, references, and referrals are reviewed to ensure credible subject matter experts are instructing. Whenever possible, during every iteration of these training programs, a member of the NCIS Training Academy monitors and audits the course program to ensure it is adhering to the objectives established by NCIS. In addition, feedback from Kirkpatrick Level I surveys conducted at the conclusion of each of these training programs are reviewed by the NCIS Academy Program Coordinator and any discrepancies are addressed with the contractor directly.